

THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

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ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } EDITORS.
JEROME ALLEN, }

A FEW SIMPLE POINTS.

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New York, January 31, 1885.

THE capacity of women to do whatever is to be done is constantly receiving fresh attestation. Chief Justice Greene of Washington Territory in his last charge to the grand jury says. "Twelve terms of court, I have now held, in which women have served as grand and petit jurors, and it is certainly a fact beyond dispute that no other twelve terms so salutary for restraint of crime have ever been known in this territory."

THE *Advance* says that "many a child has had his success in life almost hopelessly vetoed by his parents' disregard of his special tastes and qualifications, and their determination to put him into some vocation for which he had little fitness and no inclination." If this remark may justly be made of parents and families, why can it not with equal justice be made of teachers and schools? If it is wrong to force a young man into the pulpit when he ought to be at

the plow, why is it not equally wrong to force a boy into the arithmetic class when he is delighted with natural history? If liberty of individual taste is to be allowed in choosing a profession, why not in studying for it? The great truth we have yet to learn is respect for what a child likes—education along the line of God-given activities.

WHICH will conquer, right or wrong? Certainly there has been a great change during the past few years as to the standard of right. A hundred things, formerly considered wrong, are now either tolerated as of an indifferent character or absolutely admitted as right.

Dancing, card-playing, novel-reading, riding on Sunday, absence from Divine worship, neglect of family religion, and ignorance of church catechisms, are becoming universal. Churches are fashionable, expensive, and exclusive, and the poor sinners outside would as soon enter a fashionable party without an invitation as try to attend "Divine service" at one of our Metropolitan churches Sabbath morning.

We wonder what the Master would say to this religious exclusiveness were he suddenly to appear in our streets. But the grand old gospel is pure, free and life-giving, all the same. Its power is not confined by marble walls or palaces of ostentatious worship.

It does seem strange that teachers for important positions should be selected from those who have had no professional training. Some school boards have no idea that the work of instruction requires preparation, further than what can be obtained from an ordinary academy or college. When a principal is wanted for a large graded school numerous candidates present themselves and the most available one is often selected through personal or political reasons. Now teaching is either a profession that needs preparation or it is a calling that any young person can undertake. If it is a profession, some respect should be shown for its dignified character; but if it is merely a calling then our normal schools and scientific assumptions are all nonsense. There can be no doubt that the true teacher has distinctly a professional character. He understands mind growth, the method of child influence, and the way to adapt studies to the needs of different pupils. He has studied the history of education and knows the fallacies in each, and has decided educational doctrines. He is as truly a teacher as the physician is a doctor or the clergyman a minister.

Let the conviction become general that any body who can secure enough votes can superintend schools, and any one with a little learning can teach one, and the value of our educational system is gone. We must have a professional character given to our work in the eyes of the world before we can keep school-boards from electing to important places the first available politician who is smart enough to secure the necessary votes.

THE consciences of many teachers are troubled because they think they do not teach enough of religion. In their minds Bible study, creeds and catechisms are essential in Christian training. The fact is we cannot divide the work and worship of this world into distinct wards.

It is impossible for the school-master to keep the three R's within school walls, or the minister to shut up religion in the church, or the business man to do his work with regard to nothing else. These matters are much mixed, as they ought to be. The Sunday-school teacher is no more teaching religion when she asks how old Moses was when he died, than the day-school teacher is when she asks how old Washington was when he was elected president.

The facts of the Bible have in themselves no more religion than the dates and events of history. Religion consists in obedience to certain high principles, underlying the entire life.

The kind heart and purpose, the sincere motive, the tender regard for the rights of others, the humble, teachable disposition, the helpful visit, the sympathetic remark, contain infinitely more religion than the formal repetition of a thousand prayers.

The other day a professor of religion sat in the comfortable cars of the elevated railroad, while a delicate lady stood by his side, until a non-professor gave her his seat. Who showed mercy? Which is better; for a congregation to say "I believe in God the Father Almighty etc." or to feed and clothe the hungry, starving, freezing children today suffering in our great cities.

It is by no means certain that a school is religiously taught, because it is opened by the reading of the Scripture and a formal prayer. The dew descends on the whole field just as the spirit of religion falls on a whole school when it is religiously taught. The Bible may be taught in a very irreligious manner, and arithmetic in a most religious spirit. In whatever we do, eating, drinking, teaching, or playing, we should show the spirit of pure religion.

The master of an English Church school was troubled with bad boys, and could not imagine the reason. "They say their prayers every night, and when they object I make them." That was to him religious teaching and he couldn't account for their badness. A few years ago the principal of a denominational school in this country was seen chasing some of his boys through the fields in order to make them attend church. He caught the truants and safely lodged them in the Academy pew, and felt satisfied he had promoted their religious culture.

If there is anything that is intended to pervade all the work of life it is religion, and the education that makes pupils desire to know and do what is right, with a regard for the authority of God, and the rights of man, is religious, no matter on what day, by whom, or where it is taught.

REMOVAL OF THE JOURNAL OFFICES.

A RETROSPECT.

Before February 1st the JOURNAL will have removed to 25 Clinton Place (West Eighth St.), near Broadway. Its new offices can be readily reached by many lines of public conveyances; Christopher street cars pass the door; also the Broadway cars in going up; the Sixth and Seventh Avenue cars are two blocks west; also the Sixth Av. Elevated; the Broadway stages are but a few doors east; the Fourth Av. cars are but a block east; the Third Av. two blocks, also the Third Av. Elevated. We shall be in the vicinity of the great publishing houses, of Cooper Institute, the Bible House, Astor Library, New York University, etc. We cordially invite our friends and patrons to visit us in our new offices.

THE JOURNAL, like most growing concerns in this growing city, has been obliged to move its offices several times since it was first published. The demolition of buildings, and varying tides of business, compel changes; it would not be surprising if a point still further "up town" were chosen in a few years. Sufficient unto the day is the evil or good thereof.

The New York Public SCHOOL JOURNAL was published in January, 1870, to afford a medium for the teachers and school officers of the city of New York; but a good many outside of the city became subscribers. It contained full reports of the proceedings of the Board of Education, and was furnished by that body to all the teachers, the publishers receiving the full price, \$2.50 per year. When the Legislature abolished the "old Board" and substituted the present system, the JOURNAL was "dropped" and the publishers found their most profitable customer was gone. Mr. Geo. H. Stout, the proprietor, became much discouraged at the outlook, because the teachers, having received the paper for years for nothing, were hard to convert into paying subscribers.

In the year 1874, Mr. Amos M. Kellogg, having spent ten years in the school-room in an experimental test of methods based on educational principles that had yielded rich results, felt he had something to say to other educators, and issued the first number of the *Illustrated Educational News*, designed to give the best methods of the best teachers then to be found. Mr. Stout proposed the union of the SCHOOL JOURNAL with the new paper, and his terms were accepted. The *College Review* was also merged into the new publication. Mr. C. C. Chatfield desired to have his *College Courant*, of New Haven, share the same fate and join his fortunes in the new enterprise, but it was not deemed wise to accept his offer. Efforts were now made to put the paper on an educational basis and to extend its circulation outside of the city. In 1875 several public-spirited teachers formed a company and bought the JOURNAL, the object being to free Mr. Kellogg from all financial cares, and allow him to give his sole energies to the educational side of the paper. The plan did not operate well, and in a few months the company placed the JOURNAL back in the editor's hands, and he was obliged to attempt alone, without a cent of capital, the task of placing the paper on a solid foundation.

Numerous perplexities and difficulties have presented themselves all along the way. These have been generously shared with the editor by his eldest son, Edward Livingston Kellogg, until at last the business rests almost entirely on his young, yet broad shoulders. The JOURNAL steadily grew in circulation, and now numbers 16,000 subscribers—a very large list when the high progressive character of the paper is considered. No "dead" teacher takes our publications. For many years Mr. William H. Farrell was the manager of advertising; on his taking up other business, Prof. Jean Isidore Charlotis took up that department, and has conducted it in a most successful and skillful manner.

Much had been said in the JOURNAL against pernicious reading, and the inquiry came up frequently: "But what shall the children read?" To answer this TREASURE-TROVE was started in 1876, under

the title of *Scholar's Companion*. It has made good its claim to contain instructive, educative, and interesting reading, and has attained a circulation of 25,000. Mr. Wolstan Dixey, a young man of high promise, is the popular editor of this charming periodical.

In 1877 the TEACHERS' INSTITUTE was started for those to whom \$2.00 seemed too great a sum to expend on an educational journal; it has grown to have a circulation of 30,000—a matter of surprise even to the publishers, and unparalleled in the history of educational journalism. It bids fair to reach 50,000. The constant readers of the list of periodicals must number 100,000.

The weight of editing these periodicals for ten years began to tell upon Mr. Kellogg's health, and last summer he was obliged to take a vacation. Dr. Jerome Allen, then president of the St. Cloud Normal School, at St. Cloud, Minn., long known as a successful teacher and a ready writer on educational topics, and especially as keenly alive to the defects of our educational system as at present administered, became associate editor, and for the past few months has taken the laboring oar.

From the very outset the JOURNAL has expressed positive views. The editor had been engaged in educational work for nearly a quarter of a century and had reasons for the faith that was in him. He believed that the formalisms and routinisms of the school-room, the inheritance of a rude Past, must



give way to natural, common sense methods. The promulgation of his views roused opposition; those that "ferruled" their pupils protested against a diminution of their despotic sway; those that demanded the memorizing of long and intricate rules of grammar, which the pupil broke while repeating, were not satisfied with the substitution of lessons in the mother tongue; those that "marked" without estimating effort, opportunity, or temperament had found this commercial mode of measuring the brain-growth of the pupil so convenient they insisted on retaining it; those that had required the pupil to spell long lists of words of whose meaning they had not the remotest conception, cried out that their occupation would be gone; the memory-stuffers; the unbelievers in principles in education; the "cast-iron" men and women; the Messrs. Squeers, Chokey-Child & Gradgrinds; especially the great number who held their places, not because they had any gifts for teaching a little child, but because they were smart enough to manage a board of education—all these refused to subscribe or commend. In spite of their decided objection, the JOURNAL steadily but slowly increased in power and influence. After a time it began to be apparent that a new educational dispensation was coming in. As the years went by, a class of men and women of a different stamp began to make their appearance in the school-rooms; these recognized that education was to be a mini-

try to and for the children, and finding this the aim of the JOURNAL, subscribed for it. The tide was evidently turning. A spirit of educational inquiry began to be abroad; the public began to find out that the petition of the children for bread at the school-house was too often met by the offer of a stone, and began to demand that the office of the school be pitched at a far higher note. The JOURNAL has been one of the chief means of bringing about this better state of things.

Looking back over ten years, it is a wonder that the JOURNAL made headway against the coldness, indifference and hostility that met it almost everywhere. It offered no great names as writers; it simply attempted to utter the truth as it was seen and believed; it had no backers, no capital, and but small experience in practical journalism. The absence of real education in the schools was a serious barrier to the progress of the paper. Principals of New York and Brooklyn schools, for example, would say, frankly: "What you say in your paper, Mr. Kellogg, is correct; if I had a school of my own I would adopt your plans, but I am not allowed to educate, hence my assistants feel but little interest in papers devoted to education." This was the general sentiment. The JOURNAL talked about education; the schools were at the work of stuffing the memory. But faith that the right would at last succeed encouraged the editor to present the truth, and the result has vindicated his course. The New Education party is a power today in the land. By this term is meant those who would practice in the schools the principles of education discovered by the great teachers of the past, making the discoveries of the immortal Froebel and Pestalozzi at the foundation. It is sure to succeed, for it seeks the truth.

In looking back over the past again, the editor sees rise out of the mists many, many kind, friendly, grave, yet sweet faces—the faces of teachers who strove to reach their high ideals! How many encouraging words they have said! Alas! for us that so many have perished by the way, "wearied with the march of life." Many of these faces are imaginary, for they have never been seen; their love and encouragement have come through voiceless letters; yet none the less precious on that account. To all who have rendered assistance by word, deed, or letter, the warmest thanks are returned.

The JOURNAL has been well upheld by its advertising patrons; to them are especial thanks due, for there have been times when the circulation was not large enough to warrant the prompt response they have made. The publishers have heartily sympathized with the effort for better things: the better the teacher the more will he appreciate an excellent text-book.

The pen is laid aside, yet there is much more that might appropriately be said. Teachers, there is no nobler work than ours; there is no nobler cause than education. Let us take courage, gird up our loins and go forward. A. M. K.

THE number of school districts in Pennsylvania is 2,241; schools, 19,919; graded schools, 8,345; Superintendents, 108; male teachers, 8,559; female teachers, 13,905; average salaries of male teachers per month, \$38.47, and of female teachers, \$29.39; average length of school term in months, 6.74; pupils, 966,039; average number, 635,678; cost of tuition, \$5,403,636.41; cost of building, purchasing and renting, \$1,686,132.74; cost of fuel, contingencies, debt, and interest paid, \$2,373,452.66; estimated value of school property, \$31,886,098.

THE Supreme Court of New York State has decided that pugilists can maul each other and beat each other's face into jelly, provided each protects his hand with a glove and neither party is knocked by the other out of time into eternity. So the brutes will continue to fight, the police will be present on free tickets, and the slums will be happy.

THE next meeting of the American Institute of Instruction will be held next July, at Newport, R. I.

We congratulate Pennsylvania in having one of the ablest and most efficient State superintendents of our country.

The reports from the Bridgewater, Mass. State Normal School will follow the publication of the articles from Cortland.

AMONG the recent additions to the professional educators of New York, is Principal E. H. Cook, of the Potsdam State Normal School. We hear excellent reports of him in his new field of labor, and we are confident in predicting that he will worthily fill the place of Dr. McVicar. Principal Cook made an excellent impression at the late meeting of Commissioners at Utica.

COMMISSIONER CHAS. E. HAWKINS, Jefferson Co., N. Y., Principal of Ives Seminary, Antwerp, has been elected Inspector of Teachers' Classes in New York Academies, to fill the vacancy caused by the election of Dr. Watkins as Assistant Secretary of the Board of Regents. The election of Professor Hawkins to this important place gives universal satisfaction. He is a man of ability and great popularity.

WE commence this week the publication of "Normal Teaching," as practiced at Cortland, N. Y., under Dr. Hoose. Our readers will be interested to know what New York is doing towards solving the problem of how to educate her teachers. For many years Oswego was the exponent of pure Pestalozzianism in our country. We think our readers will find that other schools are using what may be called "modified objective teaching" to good purpose.

THE meetings of our State Associations this winter have been remarkably successful. We publish the program of the Rhode Island Institute of Instruction in another column. The report of the recent meeting of the New York Commissioners of Schools at Utica will be found in this issue. The papers and addresses were able, and the results reached, very important. Among the city and county superintendents of New York are some of the ablest educators in the country.

THE types, last week, made us say a very curious thing concerning the Bridgewater State Normal School. In our editorial letter we read the astounding statement that Mr. Boyden "has graduated 989 students in Arabic." The fact is Mr. Boyden "has graduated 989 students in all; over one half of the entire number sent out from this school have received their diplomas from his hands. Several other errors crept into the column, which we hope to avoid in the future. The fact is, we were moving last week, and one of us went to Utica.

THE annual report of the State Superintendent of Pennsylvania, just issued, is a document of far more than ordinary interest, and deserves to be widely read by the educators of the country.

It is characterized by high literary merit, which, however, is no surprise to those who know Dr. Higbee as a scholar and a man of culture. He is universally recognized as one of the most accomplished scholars of the State over whose educational interests he presides.

The report shows a masterly grasp of the problem of public education, and a thorough familiarity with the needs of the school system of his State. Its suggestions to the Legislature as to needed legislation in reference to education, evince a keen insight into public school work, and great practical wisdom and administrative ability in giving it proper guidance and direction.

Dr. Higbee is very enthusiastic in his work. He has traveled all over the State, studying the educational needs of every section, and arousing a popular interest in the work of the schools. He is a polished orator, and is exerting by his public addresses at educational meetings a wide influence in the way of directing educational thought into proper channels.

EDITORIAL CORRESPONDENCE.

The thirteenth annual meeting of the New York State Commissioners was held on January 22, 23, and 24, at Utica. In his address of welcome, Mr. John L. Earll, President of the Board of Education, said that Utica claims to be an outpost of civilization, at least so far as education, culture and a liberal and progressive spirit can make it such. Not above a cannon shot to the west of this city of 40,000 was fought and won one of the most decisive battles of the Revolution, and this is still the home of liberty of speech, liberty of action, based upon personal responsibility. From this city, by the stirring enterprise of its citizens, have radiated influences of lasting benefit to mankind. Utica has long been renowned as being one of the most cultured cities of the Empire State. City Supt. McMillan is the oldest supervising officer in the commonwealth and one of the very best. Here are the homes of Roscoe Conkling and Horatio Seymour, two names not likely soon to be forgotten. Principal Harrington, for many years at Rome, has been for some time at the head of the Utica High School. His record is a brilliant one.

The School Commissioners, or as they are known elsewhere as County Superintendents, are as excellent and hard working a body of men as can be found in any State. The most important results of this meeting was the organization of a State Teachers' Reading Circle and the adoption of a recommendation that the district quota should be one-half the amount apportioned for teachers' wages, instead of one-third as now, the other half be divided according to aggregate attendance.

THE STATE TEACHERS' READING CIRCLE.

The plan of the organization of the State Reading Circle is somewhat different from other States. A board of trustees has been appointed consisting of four commissioners, the President of the State Teachers' Association, the inspector of teachers' classes in academies, one city superintendent of schools, one principal of a normal school, and one institute conductor. The president of the State Teachers' Association is *ex-officio* president of the circle, and the inspector of teachers' classes in academies is, in virtue of his office, a member. The four commissioners and city superintendent are elected by the commissioners at their annual meeting; the principal of a normal school and the institute conductor are elected by the State Teachers' Association. The present members are Dr. Ellis, of Rochester, President of the State Teachers' Association, president; Prof. C. E. Hawkins, Inspector of Teachers' Classes in Academies; Supt. Edward Smith, Syracuse; Dr. W. J. Milne, State Normal School, Genesee; Institute Conductor Bouton; and Commissioners E. J. Swift, Chautauqua Co.; Geo. V. Chapin, Ontario Co.; L. T. Cole, Lewis Co.; and J. B. Cole, Oswego Co. It will be seen that all the educational interests of the State are represented. The plan of organization precludes the possibility of wire pulling for office or the springing up of sectional jealousies.

The course of reading is three years, as prescribed by the State Board, with semi-annual written examinations, conducted by a commissioner or a city superintendent. The questions will be sent by the secretary of the board and all the papers examined by him. The annual fee is fifty cents. At the close of the course the successful members will be awarded a diploma equal in size and appearance to the one now granted by the State Normal Schools. Steps will be taken to give these diplomas a legal value. Dr. Watkins, the Assistant Secretary of the Board of Regents, expressed an earnest desire that the Circle should have a recognized standing among the permanent institutions of the State of New York. There is no doubt as to this result. There are no salaried officers in the organization. The board elected Supt. Edward Smith, of Syracuse, treasurer, and requested your correspondent to serve as secretary. City Supt. Ellis is, by virtue of his office as President of the New York State Teachers' Association, also President of the Reading Circle. They decided to study Joseph Payne's "Lectures on Education" for the first six months, with the Chautauqua monographs of Pestalozzi and Froebel.

The reading will be purely educational, in no way conflicting with the usual branches of a first-class academic course. The work will be light, requiring not more than thirty minutes reading daily. It is recommended that teachers in villages and cities organize local circles with weekly or monthly meetings for a conference and criticism. The utmost enthusiasm was manifested, and three or four counties will be organized soon; in fact several commissioners have already arranged courses of study and will immediately fall into the work as now arranged.

The commissioners were entertained in a regal manner on Thursday evening by Supt. McMillan and the Board of Education. The refreshments were abundant, both of the substantial things that men and women eat, and the more unsubstantial things they laugh about. The commissioners were never received in a more cordial manner. A full report of the meeting will be found in another column. J. A.

THE occasion of Mr. Gladstone's 75th birthday was celebrated with great festivity at Hawarden. Birthday greetings reached the great leader from all parts of the empire. The Prince of Wales sent congratulations. Many liberal bodies took advantage of the day, to present addresses expressive of continued confidence and profound admiration. The newspapers, without distinction of party, devoted leading articles to eulogy.

For the SCHOOL JOURNAL.

A LESSON IN PRIMARY NUMBER.

PART I.

NORMAL TEACHING.

Report of a lesson in primary number given September 23, 1881, in the Schools of Practice of the Cortland, N. Y. State, Normal School, and forwarded to the JOURNAL by Dr. Hoose.

EXPLANATORY.

1. The class was doing third grade work in number, i.e., beginning the work set for the third year in school. This lesson was the regular lesson for the day.

2. The class numbered 18 pupils—6 boys and 12 girls; some pupils had entered the class for the first time, September 3, 1884.

3. The average age of the boys was 9½ years, that of the girls 9¼ years, that of the class 9½ years.

4. The system of number taught was the Pestalozzian; this class had been taught this system from their first entrance into the second grade, or their second school year.

5. The pupils had never been taught anything of units, or of tens, or of "carrying;" they had never been taught numeration by units, tens, hundreds, etc.; they had never been taught any special forms of adding—to add by units or by tens—they had never been taught any addition or multiplication tables; they had never used any objects except splints and marks to illustrate their operations in reckoning; they had been taught no definitions in number; they had been taught to add numbers, to multiply and to subtract them, but not to divide; they had used, more or less, a text-book in their work from the end of the first ten weeks of their entrance upon the study of number; they gave the answers to examples immediately, except where specified in the report. Although fractional in form, this lesson is not a lesson in fractions, but in integers, it being work preparatory to taking up division.

6. The teacher's manner before the class was energetic, motions very rapid, but there was no appearance of hurry; the pupils were all attention, but calm and composed.

7. There was no reciting in concert, except as introduced in the body of the report. The pupils stood when reciting, the second pupil arising to be ready to answer before the first pupil had seated himself after closing his recitation.

When the teacher and pupils entered the recitation room the following figures and marks were upon the blackboard preparatory to the recitation:

$1 \times 1 =$ | | | | | | | | |
 $2 \times 1 =$ | | | | | | | | |
 $3 \times 1 =$ | | | | | | | | |
 $4 \times 1 =$ | | | | | | | | |
 $5 \times 1 =$ | | | | | | | | |
 $6 \times 1 =$ | | | | | | | | |
 $7 \times 1 =$ | | | | | | | | |

Review Work: The teacher said to the class: "Recite in order." Pointing to the first of the above half-membered equations, the teacher said: "One time one is what part of four, John?" The pupil named arose and said: "One time one is one-fourth of four." The teacher then completed upon the board the first equation, which then stood $1 \times 1 = \frac{1}{4}(4)$. Without word or sign from the teacher, the second pupil said of the next example on the board, "Two times one are two-fourths of four." The teacher completed the second equation, thus, $2 \times 1 = \frac{2}{4}(4)$.

Beginning of the advanced work of the hour: The next pupil said, "Three times one are three-fourths of four." The teacher completed the next equation, thus, $3 \times 1 = \frac{3}{4}(4)$. The teacher said, "Four times one are how many times four?" The next pupil said, "Four times one are one time four." The teacher completed the equation, which then stood thus, $4 \times 1 = 1 \times 4$. The next pupil said, "Five times one are one time four and one-fourth of four." The teacher completed the equation, which stood, $5 \times 1 = 1 \times 4 + \frac{1}{4}(4)$. The next pupil said of the next semi-equation, "Six times one are," and hesitated. The teacher said to him, "Step to the board with

the pointer." As he did so, the teacher asked, "One is what part of four?" The pupil, pointing to one mark in a group of four marks, said, "One is one-fourth of four." The teacher asked, "Two are what part of four?" The pupil, pointing to two of the marks, said, "Two are two-fourths of four." The teacher said, "Three are what part of four?" The pupil, pointing to three marks of the group of four, said, "Three are three-fourths of four." The teacher wrote upon the board $\frac{1}{4}$ and said to the pupil, "What is that?" The pupil said "One-fourth," the teacher wrote $\frac{1}{4}$, the pupil read it two-fourths: the teacher said, "What is this?" writing $\frac{1}{4}$; the pupil said, "Three-fourths: six times one are one time four and two-fourths of four." This pupil then went to his seat. The next pupil had been absent from school the preceding day; the teacher directed him to take the pointer and point to the first group of four marks that was on the board; the teacher then asked, "Four times one are how many times four?" The pupil, indicating the marks, said, "Four times one are one time four." The pupil, obeying the direction of the teacher, pointed to two consecutive groups of four marks; the teacher said, "Eight times one are how many times four?" The pupil said, "Eight times one are two times four." The teacher asked, "Twelve times one are how many times four?" The pupil, pointing out the first three groups of the upper row of marks, said, "Twelve times one are three times four." The teacher said, "Sixteen times one are how many times four?" The pupil, pointing properly, said, "Sixteen times one are four times four." Teacher: "Twenty times one are how many times four?" Pupil, pointing, "Twenty times one are five times four." Teacher: "Twenty-four times one are how many times four?" Pupil, pointing, "Twenty-four times one are six times four."

(TO BE CONTINUED.)

For the SCHOOL JOURNAL.

HOW THE MIND GROWS.

MIND ARTICLE.—NO. XX.

If it is important for the farmer to understand the nature of soils and vegetable growth, it is much more necessary for the teacher to know how the mind develops, for a school is only a child garden. In the soil of infantile nature some seeds can early be planted, and at each successive step in development a certain method of training and stimulating must be used. There are right and wrong ways; it is the duty of the teacher to know the right. There is now so much of science in education that some correct principles are fixed as fundamental and universally accepted. A few of these we shall point out in this article.

1. *Healthy growth depends upon PROPER exercise, on APPROPRIATE subjects.* There are two necessary factors in education, *proper exercise, appropriate subjects*, and we add a third, viz: *right times*.

If these three elements should be observed there would be an ideally perfect education.

2. *Only the VOLUNTARY FACULTIES are influenced by motives.* Attention is a voluntary faculty; motives alone can influence it

3. *All natural growth comes from healthful exercise and is attended with PLEASURE.*

The gratification of curiosity, the desire of knowledge, the love of the beautiful and wonderful are *always* productive of pleasurable emotions. Pain is always an indication of disorder and wrong somewhere. Dislike and aversion to certain actions show a want of harmony. When the gardener is compelled to prune and transplant, it is the result of a want of fitness of the young tree to itself or its surroundings. It is the same with the child.

4. *Habits are formed by the repetition of the same acts.* It by-and-by becomes easy to do what at first was extremely difficult. When habits are formed and fixed they cannot be changed except by the most long-continued and persistent exercise. The crook in the body of the old tree, is almost as difficult to straighten. This shows us the great importance of right exercise at first, for the mental and moral constitution of the growing nature becomes permanently fixed at an early day.

5. *The whole mind exists, although in a rudimentary state, in the young child; therefore every part of the mind must be touched from the very first.* No faculty can be left untrained to some future time. This does not mean that all the faculties can be developed from the first, but that the means of their development must be used from the commencement of mind activity.

6. *Perception is the first stage of intelligence.* This depends upon outward objects, without them there could be no growth. But there are ideas not dependent upon perception. We know that *the me* is different from the *not me*. When the child sees a beautiful object it is pleased because it has an *intuitive faculty* of being pleased by it. There is an answer within to that without. It is the native inborn faculty of the beautiful which may be compared to a string of a harp tuned to a certain tone; when a corresponding tone is sounded, the answering vibration is immediately perceived; but harmony must exist or there could be no sympathy in the string tuned. This harp string is the intuitive sense of the beautiful, the tone without is the beauty taken in by the senses.

These intuitions are universal, for they are found in the savage as well as the civilized. They are the recognition of *the me*—the sense of the beautiful or the perception of harmony. Many of our judgments are the elements of what we call *common sense*. They belong to the nature of things like the axioms of mathematics as, "Things equal to the same thing are equal to each other."

Some philosophers, like, Herbert Spencer, are disposed to deny their existence, but the universal verdict of mankind attest their *presence*, and the almost unanimous testimony of writers on mental science provides them a place in an educational science.

THE STAGES OF GROWTH.

Tate, in his "Philosophy of Education," to whom we are indebted for many thoughts in this article says: There are four distinct stages of mental activity;

1. I perceive a thing.
2. I have a conception of a thing.
3. I understand a thing.
4. I can prove a thing.

The first cultivates the *perceptive* faculties; the second, the *representative* faculties; the third, the *knowing* faculties; The fourth, the *reasoning* faculties.

Along with these intellectual stages there are four stages in the development of the emotions and the will.

In the *First*;—the maximum of sensibility and the minimum of the will.

In the *Second*;—a diminution of sensibility with an increase of the will.

In the *Third*;—a further diminution of the sensibilities and an increase of the force of the will.

In the *Fourth*;—a minimum of sensibility, and a maximum of the will.

This subject will be continued next week.

MIND QUESTIONS.

(See JOURNAL Dec. 27.)

(Note.—By mistake the questions were omitted last week.)

1. How can a child be made to see in his mind, what he has never seen with his eyes?
2. What is the chief object of sense training?
3. When is book geography not geography?
4. When does the study of text-book history become the study of the true history of the world? When not?
5. What tests must the teacher make? Why?
6. In what way must the memory be cultivated?
7. Why must effort on the part of the child be voluntary?
8. What relation has pleasure to success? Can a pupil learn while under a sense of restraint?
9. When will our conceptions be clear and correct? Give your own thoughts without regard to the opinions of others.
10. Why do we often get wrong conceptions of our surroundings? Give several reasons.
11. Do we know what we only are told? When do we know?

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

THE A B C OF NUMBER.—NO. III.

By MISS E. M. REED, New Haven, Conn.

My rule is not to require of the pupil what I have no right to expect of him. His inclination is always to act, and not having any notion of the right, nothing can prevent him from producing an error.

I teach to count by groups always in perceiving any number larger than five, for instance: Seven is presented. It will be seen as two two, two, and one, or three three and one, or more improbable, as three and four. I never allow counting by ones, for the reasons that it takes more time, does not require the child to observe, and does not call into exercise his knowledge of facts in number. I sometimes send the children about the room to play; they are taking a walk to see how many things of a kind they can find. When they return I say,

"What did you see Bessie?" "Chickens."

"How many?" "Seven."

"How did you count them?" "By threes."

"Let me hear you count seven by threes."

"Three, six, and one more, seven."

"What did you see, John?" "Cows in a pasture."

"How many?" "Nine."

"How did you count them?" "By fours."

"Let me hear you count nine by fours." "Four, eight, and one more, nine."

"What did you see, Henry?" "Barrels in a row."

"How many?" "Six."

"How did you count them?" "By threes."

"What did you see, Willie?" "Birds."

"How many?" "Five."

"How did you count them?" "By ones."

"Why did you count them by ones?" "Because they were flying in all directions."

It seems to me very important that we make a distinction between facts which must be known instantly, as, $4+3$, $9-4$, 4×2 , $6 \div 3$, $\frac{1}{2}$, $\frac{1}{3}$, etc., of a number, and facts which may be found by calculations, as 4 , 2 and 3 are 9 , $8-4-1=3$, $7 \div 2=3+1$.

Teachers who do not make this distinction give as much energy to one set of facts as to the other, and the result is that owing to the endless combinations thus given few are fixed. The facts to be known are: (1) The combination of any two numbers, neither of which is greater than ten. (2) The separation of a number into any two numbers, neither of which is ten. (3) Multiplication of entire numbers, neither number being greater than ten. (4) The value of one of the fractional parts of a number when the value is not more than ten. All others grow out of these, and can be readily found if these are known. Exercise in rapid calculation should be given, but not to the exclusion of fixing the facts just described. These are of the first importance. Give the others by way of simply testing the child's knowledge of these.

Let your board work be mainly single combinations and separations, and not a string of them. You will gain time and get better results by adhering to this rule. This is a discovery.

I have further discovered that certain classes of facts need little or no repetition after the first presentation. Of this class are combinations with one, the subtraction of one, the doubling of numbers, and $\frac{1}{2}$ of numbers; so we need not make the mistake of drilling upon them.

The question oftenest put to me in regard to the teaching of number is, How far shall we make the work objective? Your judgment must always decide this. When a perception is to be gained objects are indispensable. When it is possible to arrive at a correct conclusion by reasoning from data already stored in the mind, require the child to reason out the result. Only be sure that the facts are there. We are apt to think the child has data from which to reason just because we have. The presentation of all facts from one to ten should be objective. The presentation of each number from

one to twenty should be objective. Many processes with higher numbers should be objective. Elementary work in fractions should be objective.

For work above 10, arrange bundles of short splints, ten in each bundle. Have numbers shown with these bundles plus the ones required to make the number. These bundles are a necessity in teaching processes in which we deal with ones and tens separately, for example, in teaching to find the sum of 32, 24 and 63, or the difference of 75 and 35, the product of 37 by 5, or the quotient of 86 by 2.

The board work should be the simple expression of what has been done with objects.

It is not necessary that drill should be objective. When an image is in the mind it needs only to be frequently recalled to fix it. This is often more effectively done without objects than with. And in every case as soon as objects have done their work remove them, and deal with the abstract. Do not forget that as much depends upon drill and memorizing, after relations have been seen, as upon the clear seeing of relations.

STORIES.

FOR THE PRIMARY AND INTERMEDIATE CLASSES.

(To be read and made the subject of conversation.)

FRANK'S WISH.

"Oh, dear! I wish I were a fish," said Frank, one day in July, as he walked in and threw himself upon the sofa. "It's too hot for anything but swimming."

"Well," answered his sister, "if you were a fish, probably some bigger fish would come along and eat you up. How would you like that?"

"Oh, dear, I didn't think of that. Well, I wish I were a whale. I would just like to see anything eat him up," replied Frank, with an air of triumph.

"Yes," replied his sister, "but the sailors might come along, and thrust their harpoons and lances into you and kill you."

"Then they tow you to the side of the ship, and cut you into pieces, for the sake of the oil they get from your flesh."

"Well, I guess I rather be a boy, after all!"

THE BOY LOST IN THE SNOW.

One cold night when the snow fell fast, and the wind blew loud and shrill, and it was dark, with not a star to be seen in the sky, some good men sent out a dog to seek for those who might want.

In an hour or two the dog was heard to bark at the gate; and when the men looked out, they saw the dog there with a boy on his back.

The poor child was stiff with cold, and could but just hold on to the dog's back.

The men took the boy in, and when he was warm and had some food, he told them that he had lain a long time in the snow, and was too ill and weak to walk.

The snow was falling fast on him, when he felt something seize him by the coat. He did not know but it was a fierce wolf; but soon he heard the bark of a dog close by him.

The boy then put out his hand, and he felt the hair of the dog; and then the dog gave him one more pull.

This gave the poor boy some hope, and he took hold of the dog, and drew himself out of the snow; but he felt that he could not stand or walk.

He then got upon the dog's back, and put his arms around the dog's neck, and thus he held on.

He rode on the dog's back all the way to the house of the good men, who took care of him till the snow was gone, when they sent him to his own house.

WHAT A GOOD LITTLE GIRL IS.

Would you like to know what a good little girl is? She is her mother's Rose. Did you ever see a rose just washed by the showers? It is a sweet thing. But the sweetest rose just washed by the shower is not half so sweet as a good little girl who loves her mother, and makes her mother happy.

And what is a bad little girl? She is her mother's Thorn. Now, my child, which is the prettier, the

rose or the thorn? You say, the rose. Very well; you are right. Do not forget, then, that if you are a good little girl you are your mother's rose.

I asked a little girl once, "My little dear, are you your mother's rose?" And she just dropped her head, and said, "I was not my mother's rose this morning, sir."

She was very sorry that she had grieved her mother, and had been her mother's thorn that morning. But she had made up her mind that she would be her mother's thorn no more, but her dear mother's rose.

FOR THE SCHOOL JOURNAL.

SELECTIONS FOR WRITTEN REPRODUCTION.

Copyright, 1884.

BY EDWARD R. SHAW.

THE NEWFOUNDLAND AND THE MASTIFF.

A Newfoundland dog and a mastiff detested each other. Every day produced fresh battles between them. But it happened that, in one of these terrible and prolonged combats on a jetty near Belfast, they both fell into the sea. The jetty was long and steep; they had no other means of escape but that of swimming, and the distance was considerable. The Newfoundland, being a good swimmer, managed to reach the shore without much difficulty. He landed dripping wet, and began shaking himself. A moment after, he saw that his late antagonist was exhausting himself in struggling against the waves, and was just on the point of sinking. The Newfoundland was moved with a feeling of compassion: he flung himself again into the water, seized the mastiff by the collar, and holding his head above the water, brought him safe and sound to land. This happy deliverance was followed by a scene between these two animals that was truly touching. They never fought again, and were always seen together.—ERNEST MENAULT.

A MISSIONARY'S EXPERIENCE.

Riding alone across one of the South Pacific islands, one dark rainy night, I was delighted to see just ahead what seemed to be a man carrying a lighted torch. I shouted to my supposed companion to wait a little until I could get up to him. Receiving no reply, I spurred my horse; but as the animal made its way with difficulty through the deep mire, I was not a little annoyed to see the light dancing on and on. A clump of trees now hid the windings of the road; but this mocking companion seemed to dart through its gloomiest recesses in a most inexplicable manner. After a long and weary chase the light forsook the beaten track, and hovered over the deep waters of a little lake in that neighborhood. Upon reaching home that night and relating my adventure, the natives jestingly remarked that an elf had been lighting my path with her torch. In fact, I had been chasing a Will-O'-the-Whisp.—REV. WM. W. GILL.

CRITICISM.

FOR TEACHERS.

Not every criticism is helpful or creative. Not every critic has insight in proportion to his generosity. All honor to those who possess and exercise the ideal faculties! The true critic serves true literature, assists public judgment, and encourages the honest worker. He should be a guide and a seeing eye among the blind. "You may do much harm by indiscreet praise and by indiscreet blame," but remember the chief harm is always done by blame," says Ruskin, who adds, speaking of the artist—and what he says applies to writer as to painter—that his "conceptions ought to be full and happy, his temper gentle, and his hopes enthusiastic"—conditions which can hardly be realized under savage critical slander, indulged in without honesty and without sympathy. Under such treatment the author is liable to become "chilled by disappointment and vexed by injustice;" such insolent attacks tend to freeze the free fancy and to chill alike the joys and the hopes of labor.

TABLE TALK.

The following letter we judge will be of interest to our readers: In your paper comes up the ever unanswered question, How to keep, in paying and permanent position, an army of competent teachers in our rural schools. The question is an important one. The real trouble lies in the ignorance of the public concerning the difference between true teaching and "keeping school," and the carelessness of commissioners in granting certificates. Of the first we will speak more fully. The trustee is usually elected with reference to hiring some cheap teacher, to whom he will agree to give only a stipulated sum. As an outgrowth of this system, almost the first applicant who will consent to work for the amount is given the position. If the applicant succeeds in getting along with the big boys, the community regards him as a very fine teacher. The fact is, "school patrons" need civilizing. Many, nay all but a very few, cannot tell the difference between the school teacher, and the "keeper of school—not even by results. This is a sad but true fact. The causes are: (1) The public do not read educational works. In consequence, any variation from the way they were taught is a gross and unpardonable error. Cannot the public, or at least, the leaders of school districts, be furnished with pamphlets containing at least a few of the principles of the "New Education" at a nominal cost? The conflict of the old and the new is now waging; the live teacher has many opponents, even among the members of his own profession. He must wage a continual warfare against fearful odds. He needs hundreds of pieces of apparatus. Will the district furnish these? No; for they have yet to be educated to a point where they can realize their inestimable value. If these are furnished at all, it is the teacher who must do it. And even if he has the generosity to buy and furnish them, will he receive an adequate reward? Not only will his salary rapidly dwindle to nothing, but the district will oppose him with open arms. And the children, rapidly imbibing the spirit of their parents, will use every means to thwart his most earnest endeavors. Is it any wonder that he too often throws aside his armor and quietly surrenders; or, if spirited, seeks other or higher fields of labor. The teacher is having much done to awaken his ideas and get him out of the ruts of routine; but the public refuse to listen, as they cannot be induced to attend educational meetings. I see no other way of reaching them, than to furnish them with the necessary means of enlightenment in the shape of brief and attractive pamphlets, or lectures. GEO. E. MILLER. Bellona, N. Y.

Script only is used in my room. I am decidedly in favor of it: (1) Because less time is taken both by teacher and pupil in exchange of thought by writing. (2) Printing is of no practical use to a child in after life. (3) Printing may be useful in teaching form, and, perhaps, might be taught after the first year; but in drawing we at first give the child the most graceful designs compatible with his power of execution. I might have a child, who, if the choice was given between making a flower or a straight line, would attempt the line because it looked easier. I should not consider that the line was preferable, but should strive to instill in the child's mind an appreciation of the beautiful, and an ambition to make that beautiful his own as far as possible. M.

Bolivar, N. Y.

The president of a state teachers' association this winter was obliged to interrupt a discussion in order to request the members of the association not to spit tobacco juice on the floor. True, this did not occur in New York or in New England, but even there one cannot walk peaceably along the streets without having tobacco smoke puffed in his nose and eyes. Oh! for the day when the pure air of heaven will be unsullied with the fumes of liquor and tobacco!

"There is plenty of time in this world to do everything that ought to be done." Would that these words might ever be held before deluded man to encourage and admonish him. He who complains of a lack of time and wishes for thirty-six hours in a day, does not use the moments as they pass, that is, he is wasting his time or does that which is not necessary for him to do; in other words, he is wasting his energies. H. H. M.

We have a "symposium" in preparation on school-room decorations. Many valuable suggestions have been received from many teachers. These will be embodied in one article with additional suggestions.

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

CALIFORNIA.—Besides the college and preparatory schools at his Palo Alto ranch, Mr. Stanford proposes to establish in San Francisco an institution on the plan of the Cooper Institute in New York, in which a specialty will be made of night instruction in science and art.

The Rev. Dr. Scott left curious provisions in his will about his library. The books are to go to the Presbyterian Theological Seminary of this city; but should it join with any other institution not strictly Presbyterian, the books are to form a pastoral library for St. John's Church, which he founded. In concluding his will, he says: "I love my books as my best friends, and I leave them with the hope of meeting their authors in the future state."

CONNECTICUT.—The school statistics of the State show an enumeration of 150,601 children of school age—between 4 and 16 years of age—of which number 123,280 were in school during the year. Of these, 14,580 were in private schools. There was paid for teachers' wages in the public schools \$1,130,863.35. It cost \$19.86 for each child in average attendance. The school districts of the State have a total indebtedness of \$1,197,732.13. Sixty-seven towns pay \$36,509 more into the State treasury for school purposes than they draw out under the per capita distribution, and 100 towns pay \$36,137 less than they receive.

MASS.—The State Teachers' Association held at Boston, Dec. 29th-31st, was largely attended by teachers from all parts of the State. The subjects were practical and, as a rule, well treated. The following list of officers were elected for the ensuing year: Pres., R. G. Hull, of Fitchburg; Rec. Sec., J. W. MacDonald, Stoneham; Cor. Sec., E. L. Sargent, Cambridge; Treas., Alfred Bunker, Boston.

A. W. E.

N. Y. STATE.—The President-elect attended the commencement exercises of the State Normal School at Albany recently. He was introduced by President Waterbury and addressed the graduating class in presenting diplomas, congratulating them on the advantages they enjoyed. The cause of education, he said, is so important in a country where intelligence and the proper training of people lie at the foundation of the safety of the state, that no patriotic citizen can fail to be interested in an occasion of this kind, where an institution so useful and distinguished as our Normal school sends forth a large class fully equipped for the battle of life and for the discharge of duties which await them as American men and women.

Irving Washington, of the editorial staff of *The Morning Herald*, Rochester, has been appointed by the unanimous vote of the Board of Education to the position of principal of School No. 12. The selection of Mr. Washington's name was made from a long list of applicants, and his success will be hailed with pleasure by his journalistic friends throughout the State.

Last week the public school directors and other citizens of Port Chester, went all the way to Philadelphia in respect and recognition of one of their teachers, Mrs. Lilly Patterson, and in the cold winter weather stood around her grave. Her father, Mr. Bache, who was among the mourners, was directly descended from Richard Bache, who married the only daughter of Dr. Franklin. The young teacher deceased was the daughter of William Bache, who was the son of Louis Bache, the grandson of Sarah Franklin and an officer of the war of 1812.

RHODE ISLAND.—The fortieth annual meeting of the Rhode Island Institute of Instruction will be held in Providence, Thursday, Friday, and Saturday, Jan. 29, 30, and 31st. Program:

Thursday Morning.—The Providence High School, the grammar, intermediate and primary schools of the city will be in session, and visitors will be cordially welcomed.

Thursday Afternoon—Higher Dept.—Progress in Methods of Teaching the Classics; E. T. Tomlinson, head master Rutgers College Grammar School, N. J. Greek Philosophy in Higher Education; Prof. E. B. Andrews, Brown University. The Purpose of the Recitation; A. D. Gray, Principal Woonsocket High School. Discussion. L. H. Mender, A. M., presiding officer. This department will meet in Blackstone Hall.

Grammar and Primary Dept.—How to Teach "Reading Aloud" in Schools; G. R. Dwyer, Supt. Schools, Watertown, Mass. Discussion. Unity in Studies; S. T. Dutton, Supt. Schools, New Haven, Conn. Discussion opened by Rev. Warren Randolph, D. D., Newport. Supt. G. A. Littlefield, presiding officer. Meeting in Music Hall.

Thursday Evening.—Organ Recital by Prof. A. A. Stanley. Lecture: Corals and Coral Islands—illustrated by the stereopticon; Prof. Albert S. Bickmore, New York City.

Friday Morning.—Devotional Exercises; Rev. J. Hall McIlwaine, Providence. One Way of Teaching Numbers; Miss E. M. Reed, principal Welch School, New Haven, Conn. Discussion. How to Begin Drawing; C. H. Ames, Boston.

Friday Afternoon.—Books and Reading.—The Spread and Influence of Pernicious Literature.—What Teachers Can do to Oppose It; James M. Sawin, principal Point Street Grammar School. The Ideal Schoolmaster; Gen. T. J. Morgan, principal State Normal School. Question Box.

Friday Evening.—Organ Recital by Prof. A. A. Stanley. Address: His Excellency, Governor Bourn. Address: His Honor, Mayor Doyle. Readings; Mr. Sidney Woollett, Newport, R. I. Address: H. S. Tarbell, Supt. of Schools, Providence. Address: T. B. Stockwell, Comr. of Public Schools. Reading; Mr. Woollett.

Saturday Morning.—Devotional Exercises; Rev. J. S. Swain, Providence. Singing, by a Class from the Thayer Street Grammar School, under the direction of Mr. B. W. Hood. How to Teach "Time" in Music; H. E. Holt, Instructor of Music, Public Schools of Boston; illustrated with the class. Value of a Higher Education to Women; Miss Alice E. Freeman, Prest. Wellesley College. Election of Officers and other Business.

UTAH.—A silent, powerful and natural force has been at work undermining the power of the Mormons, and letting in the light of intelligence upon their dark and absurd pretensions to a revealed special religion. This agency is the common school system introduced into Utah by the various religious denominations of the country and supported by them.

FOREIGN.—There are 114,000 school teachers in England, of whom 95 per cent. are spinsters.

EDUCATIONAL MISCELLANY.

THE THIRTIETH ANNUAL MEETING OF THE NEW YORK STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND SUPERINTENDENTS IN UTICA.

WEDNESDAY EVENING, January 21, 22 and 23.

In his opening address President Crandall spoke on "Exactness in Thought and Expression." He said:

"One of the principal fruits of education is exactness. It never originates spontaneously. Exactness, whether in manual execution or in thought, is an unmistakable sign of education. If a man trains his senses so that they are always active and always tell him the truth, he will have much knowledge. But he must go still further before he may become an inventor, an artist, or scientist. He must educate his intellect, and when he can arrange his facts according to a true principle of classification, he may become anything he desires. My definition of education is an acquired power of doing exact work either with the hands, the senses, or the intellect. The habit of close analysis and the application of exact processes of reasoning had its origin late in the history of our race. Socrates was the father of education. All classification before him was unconscious and done at random."

The whole address was full of valuable thoughts, but as Commissioner Crandall has promised a full outline for the JOURNAL, we only make a brief extract, reserving a fuller report for a future issue.

THURSDAY MORNING.

STATE READING CIRCLE.

Prof. Jerome Allen, read a paper on the benefits which would result from the organization of a State Reading Circle. The main features of the paper are outlined in the editorial correspondence in another column of this issue. The discussion was opened by Dr. S. A. Ellis, of Rochester. He said:

"We are now looking for those who know more than they undertake to teach. There is force in the idea that teachers should be broadly educated. One great lack is a want of knowledge of education. Out of 800 of the teachers of Rochester but seven are normal graduates. The speaker has tried a method similar to that of Professor Allen and found it successful. The class meets once a week to discuss the questions suggested. The teachers of the State, not knowing what books to read, and lacking encouragement, fail to take up the work which these circles effect. We want an association similar to the Chautauqua circle, which will stimulate our teachers to this reading, that they may know something of Froebel, Horace Mann, Pestalozzi, and their methods. This will give us a teaching force greatly above that of the present day."

Commissioner Suffern: We have an organization that meets ten times a year for discussion and reading papers. We have found that our more fortunate brethren do not extend sympathy to the poorer teachers. It is the latter class we want to reach. How can it be done?

Commissioner Cole: In Lewis County we are all ready to carry into effect such a system as has been proposed. We hold a meeting of our association next month to accomplish such work, and the newspapers have promised to publish proceedings. Our teachers are already beginning the work. I say Amen to the project.

Suggestions were offered by Institute Conductor Eugene Bouton and Commissioner C. W. Wasson.

Dr. Hoose said the remarks had suggested the question propounded to him as a boy, "If an immovable body be struck by an irresistible force, what is the result?" This question has analogous points. By the time you have finished this course you are out of the profession. The real value of the professional life is to properly comprehend the perfect method. This would require a period of study longer than the average professional life. The magnitude of the field makes me hesitate about recommending anything. Whatever can be done that shall stimulate activity is of value. Let's have the blood running. What position should the commissioner hold in our system? They are not given enough professional responsibility. I believe it would be better if in each county, the professional work was relegated to the commissioner. It is a mistake to liberate the under officers from their full responsibility. There are large difficulties in the way. The American idea is that the greater the difficulty the greater should be the effort to overcome it.

Superintendent Smith: We have not long had an educational literature in our own language; but now we have an educational science within the reach of all. The point to which Dr. Hoose has referred, that the course projected is longer than the average teacher's professional course, does not hold, for during that course he is constantly getting good, and while in that state of activity he is gaining more benefit than he would exhibit even at the end of the course. Moreover, many of our teachers spend their lives in the work.

Commissioner Hawkins, of Jefferson, said he felt the need of such a society. While there were good normal schools near, there were few normal teachers in the county. They consider that the time spent by them in normal schools qualified them for the higher departments. In answer to Dr. Hoose, I would say this system seems devised to make the most of what time the teacher does give to his work.

Dr. A. B. Watkins, Albany: The system will reach a class of teachers hitherto untouched. There should also be a legal recognition of the diploma of the association.

Commissioner Luak endorsed all that had been presented.

Commissioner Savford, Westchester, said that although his district was the smallest, it was among the best in the State. He did not know what means could be devised, but would heartily endorse the movement. He believed in such associations. In his district the teachers had formed small associations on similar plans, to which commissioner and principals were invited. The average professional life of a teacher in Westchester county, he was happy to state, was 14 years.

Commissioner J. B. Cole, Oswego, endorsed the paper. The commissioners should step to the front and help the movement, and the teachers will follow. You will find Oswego county there every time.

Commissioner L. T. Cole suggested a motion which Commissioner Suffern facetiously made, that a method be devised to qualify commissioners to become members of this circle.

Principal Cook, of Potsdam, suggested that a means be devised to reach a class of commissioners that don't come to these meetings. He was glad to know that the schools of Westchester county were at the top. He believed that there were 12 graduates of the Potsdam Normal School in that county, and thought the 12 had leavened the whole lump. As far as his school was concerned he would heartily welcome such a system.

Commissioner Cook, of Washington, said he thought the teachers should be educated up to appreciate the efforts of the commissioners.

The discussion was further continued by Commissioners Cole, of Oswego, and Wasson, of Allegheny.

The whole subject was referred to a committee, of which Dr. Ellis was made chairman, with instructions to report Friday morning.

THURSDAY AFTERNOON.

TEACHING GEOGRAPHY.

Institute Conductor C. T. Barnes read a paper on *Geography in Public Schools*. As the principal points of this excellent address will be printed in the JOURNAL, we omit an abstract of it. It was full of most valuable suggestions, from which our readers will gather many nuggets of gold.

Institute Conductor Eugene Bouton said: I would teach the scholars the knowledge requisite to becoming good citizens. Let this be as an inspiration which will serve to interest them in keeping up their study of the same. A prominent thing in education, it seems to me, should be to make the pupil find new ways in which he may increase his present knowledge by new combinations. With spelling and reading, it is merely a matter of making the scholar a machine, and does not require any genius. It is not till composition is reached that new discoveries are made. The great idea is to lead the child out from his narrowness, so that he may be able to grasp the whole world. We ought to make this method of teaching the great end. As far as memorizing goes it should be more by association than by merely saying it over and over again. As far as the teaching of geography is concerned, other ideas may be imparted by the drawing of maps, etc. The most important thing in teaching should be to lead pupils out of their narrow ideas and enable them to grasp the idea of the world as a whole.

Superintendent McMillan: I think we should commence teaching geography as soon as anything. We should bound our school building, then bound the town. Then ask what is the business of the people. If you can get the scholars to thinking, you have done a good deal. You must do this little by little, not all at once. I was once asked the question when at school "What is a canal." The answer was "an artificial channel filled with water for the cheap conveyance of goods." I hadn't much of an idea what a canal was, but that was the way it was in the book. I think there was never a more interesting subject than geography. I would teach by topics. Take one country, and study it till you know all about it. Learn all about it that you can. I don't care where the scholars get their ideas. Let them get them wherever they can. We cannot do away with books, but should not confine ourselves too much to them. The teacher should make himself as familiar as possible with the study. Always review the lesson of the day before. Never put a class back. Nothing puts a damper on a scholar like going back. If you have reviews, this will not be necessary. When you leave a country, the scholars should make a map of it. I have many handsome maps made by the children in our schools. To draw such a map makes an indelible impression upon the scholar. I would also have them write a description of the country from what they have learned. Then they will have an idea which they will always remember.

Dr. S. A. Ellis: The average teacher is, perhaps, more dissatisfied with this subject than the average pupil. I think that the general method of teaching geography is by giving out lessons and having the pupil recite them. That is a very unsatisfactory way. It requires no preparation on the part of the teacher, who relies wholly on the text-book. We want something better. We must get the facts in the pupils' minds, not by memorizing in a mechanical way. They should have the subject so thoroughly mastered that they will be able to explain any point. I think that every successful teacher must prepare himself for each lesson. If we can bring our teachers to adopt this plan, there will be an immense gain.

Superintendent Edward Smith: The average teacher takes up geography for geography's sake, and not to develop the pupil's mind. That is a mistake. As I look upon it, the whole aim of the teacher should be to develop the mind. Lead the child to the discovery of new facts, and have him explain them in his own words, and according to his own ideas, not any one else's. Have him explain all the surroundings of the country which he can see, and why they are so. Then have him go on to things that are beyond, and that he can not see. He must

be led to reach conclusions from pictures on maps. I like the idea of commencing at home and branching out. I am afraid that getting a perfect knowledge of every country would be too much for one person. Get a good idea of the country in which you live, and a good general idea of the rest of the world. I hold that the average teacher has a good knowledge of geography, but has not the best way of presenting the subject. While we study geography we study everything except mathematics. Nothing can give us more information. The more enthusiasm we can arouse in children the more mind growth we will have.

Dr. Hoose: I would like to know what is geography and what the scholars study in pursuing this subject. I am somewhat in the dark. If I have followed the discussion correctly geography is the study of things as being located at this, that, and the other place. Why has the study of geography been unsatisfactory? Geography combines almost everything. That is the trouble. We don't bring in so many topics in the study of any other subject. If we brought in so many things in the study of mathematics we should have as unsatisfactory results. Let's study geography if we are going to study geography, and not so many things in connection with it. Every student should acquire precision, definite information. We should never sacrifice exactness to extent.

Dr. Hoose's remarks were full of suggestions. We have written him asking, for a full report of what he said, for the JOURNAL.

KEEPING PUPILS IN AFTER SCHOOL.

Commissioner Suffern: I think that if the teacher thinks it necessary she should detain the scholars. But my opinion is that there should be a time for opening and closing, and the pupils should get their lessons inside of that time.

Superintendent Ellis: We have no recess in our schools at Rochester. That shortens the school hours considerably. Formerly children were kept after school so much that there were complaints from both scholars and parents. Now we keep them for minor offenses no longer than an hour. This has worked very smoothly. But that time is the longest. I don't think that it should be tolerated if the pupils can be made to work in any other way.

Commissioner Cole wanted to know what the moral and intellectual effects would be. In getting a lesson under compulsion not much is remembered.

Superintendent Ellis: I think the moral effects are bad, but there must be something by which we can enforce study. I think it is better to compel a boy or girl to do work than to let it be omitted.

Superintendent Charles E. White said he thought that to have to keep pupils after school was an evidence of inability on the part of the teacher.

Superintendent Sanford: The number of prisoners reformed by punishment is very few. Teachers are all the time hunting for penalties. In our schools we should build up characters. I believe we can never do so by penalties. Only poor teachers keep scholars after school. I think the practice is a failure. The teacher who is always hunting up penalties will never be successful. We should make the school-room an interesting place, then penalty will be done away with. Every teacher should have that in her which will make her classes earnest.

Superintendent McMillan: Sometimes a boy who is lazy can be brought around by keeping him after hours.

Commissioner Grant: Some teachers are lazy and some scholars are lazy. For this reason it is improper to keep pupils after school. When scholars miss one question don't tell them they will have to stay after school, but talk to them and use other means.

Superintendent Smith: I hold that the spirit of the teacher should have control over the scholars. Unless the teachers and scholars have a mutual sympathy there is a spirit of rebellion in the minds of the pupils. If you would go to the lazy boy and tell him to get his lesson and come before school the next day and help him, you would get along without trouble. If there is not this feeling of sympathy you will never get along. We want to rule by love, not by compulsion. That is the spirit that will bring subjection.

THURSDAY EVENING.

INEQUALITY IN STATE AID TO EDUCATION.

Commissioner Lusk, of Binghamton, addressed a large audience. A few facts, as presented by him, will give our readers an idea of his argument: 62 cents represents the tax on \$4,000 one man pays in one town, and in another town another man pays nearly \$9 for the same educational advantages. One man paid \$10.29 for 29 weeks schooling, while another paid only \$5.29 and had 34 weeks schooling. Richmond, Hamilton and other counties receive thousands of dollars back from the State more than they are required to pay. The county of New York paid out \$800,000 more than she received, while her taxes were not as large as they were in Steuben county. A town paid at the rate of 16 times the amount of another in the same district. The reports for the last year show that the towns pay at a rate of 26 times that of the counties. If the teachers' wages had been raised by a State tax, money would have been saved, and better advantages would have been afforded all. When we ask for equal taxation for 38 weeks schooling, the Wall street magnates say that the 800,000 country school children shall go back to their poor schools, and that their parents shall raise 75 per cent. of all school monies by local taxes. Education is a common concern and interest in order that vice and crime may be prevented. The Legislature has ordered that physiology shall be studied in all the public schools. The only way to do this is to send out text-books, which shall be uniform all over the State. A great deal of money that is raised is wasted, from the fact that it is

misdirected. The country should not be unjustly taxed because the money is wrongly spent by the cities. It is our duty to have education so universal that its blessings will fall upon generations yet unborn.

Following this address was a liberal collation, tendered the Association by Supt. McMillan and the Utica Board of Education. After the feast was over, Supt. Sanford, of Middletown, toastmaster, called on many gentlemen, who responded in ways both wise and witty until it was early Friday morning before some members found their homes. The intoxication was not of wine, but of a nature that will last much longer.

FRIDAY MORNING.

RESOLUTIONS.

The rate of State tax for educational purposes should be restored to the original 14 mills; while the assessed valuation and the cost of schools necessarily increases, the amount apportioned for schools may in like manner increase.

The district quota should be one-half of the amount appropriated for teachers' wages, in place of one-third as now, and the other half of the school monies should be apportioned according to aggregate attendance.

The Committee on Audit reported having examined the Treasurer's account. The report shows a balance of \$157.09 in the treasury.

The Association thanked Superintendent McMillan, the members of the Board of Education and citizens generally for their courtesy and the excellent reception given them, the ladies and gentlemen who had participated in the meetings, and the press for reports of the sessions, and the retiring officers of the Association for their faithful performance of duty.

Resolved, That this Association hereby express its hearty approval of uniform State examination of teachers.

THE READING CIRCLE.

At a meeting of the committee to report a plan for a Teachers' Reading Circle, Superintendent Ellis in the chair, it was moved that the State Board consist of one principal from the normal schools, one city superintendent, one institute instructor, four school commissioners, the superintendent of teachers' classes, and the president of the State Teachers' Association, *ex-officio*. The length of the term of office shall be two years. As the terms of the different officers expire the school commissioners shall be elected at the annual meeting of the Commissioners' Association; the superintendent of schools to be elected at the annual meeting of the Superintendents' Association; the principal of normal schools and institute conductor to be elected at the annual State Teachers' Association. The officers appointed for one year are Commissioner Swift, Commissioner J. B. Cole, Institute Conductor Bouton. Officers for two years, Commissioner Chapin, Commissioner L. T. Cole, Dr. W. J. Milne, Superintendent Smith, Prof. Hawkins State Examiner of teachers' classes, and Superintendent Ellis, President of the State Teachers' Association is *ex-officio* president of the Circle. The course of study is to continue three years. Written examinations are to be held semi-annually by school commissioners by direction of the State Official Board. The State Board is to recommend such course of reading as will not conflict with Regents or State Teachers' Examination. Subjects: (1), history of education; (2), science of education; (3), mental science; (4), method of teaching; (5), school economy; (6), school law.

This Board was organized by the election of Dr. S. E. Ellis, Chairman; Dr. Jerome Allen, Secretary; and Supt. Edward Smith, Treasurer. The Board selected for the reading for the next six months Payne's "Lectures on Education," with monographs of Froebel and Pestalozzi. The Secretary was authorized to issue a circular and communicate with all the Commissioners and School Superintendents in the State, in reference to the organization of local reading circles.

The Utica Herald said: "The members of the Association are all fine looking men, educated and intelligent, who have made the schools and educational interests of the State the study of their lives. They have made many friends during their short stay in Utica, and if this city should be selected as the place for holding the annual meeting, such of them as still remain in the harness will be again given a hearty welcome."

Among not the least interesting exercises of the meeting were the songs and readings, prepared under the supervision of Supt. McMillan, by the teachers and pupils of the schools under his care. Among those thus delighting the audiences were Miss Jessie Walling, Miss McGrath, Miss N. C. Wheeler, Mr. Mott T. Brown, Mr. Wm. H. Owens, Miss Emma Garrison, Master Anderson, and a chorus composed of children from the public schools.

The next Superintendents' convention will be held at Ithaca.

The officers for the coming year are: President, Commissioner E. C. Delano, Wayne County; First Vice-President, Commissioner Jared Sandford, Westchester; Second Vice-President, Commissioner Amasa Genung, Tompkins; Secretary, Commissioner J. A. Fosbary, Putnam; Treasurer, Superintendent H. R. Sanford, Orange.

EDUCATION improves the general judgment and the reasoning powers. The man of intelligence sees the relation of things in a larger and clearer way, and reasons more wisely and safely, both as to the ends to be attained and the means of attaining them. He is, therefore, fuller of resources for his work, whether it is hand labor or head work.

For the SCHOOL JOURNAL.

LIVE ANSWERS.

1. "Ulema" is the plural of the Arabic word "alim"—a learned man. It is applied in Turkey to the body of learned men whose duty it is to watch over the correct interpretation of its teachings concerning law and polity.

2. Off the coast of Lower California, diving for black pearls is quite extensively carried on, a year's production averaging from \$500,000 to \$1,000,000.

3. The loud noise frequently heard at a telegraph pole is caused by the wind.

4. The largest telescope in use is the great reflector of the Earl of Rosse, at Parsonstown, Ireland. The instrument weighs twelve tons. The speculum is 6 feet in diameter, and has a focal length of about 55 feet.

4. Among the new applications of cotton is its use, in part, in the construction of houses, the material employed for this purpose being the refuse, which, when ground up with about an equal amount of straw and asbestos, is converted into a paste, and this is formed into large slabs or bricks, which acquire, it is said, the hardness of stone, and furnish a really valuable building stock.

6. The crescent was used by the early Christians of Constantinople and the eastern provinces of the Roman Empire as an emblem of the growing influence of Christianity. When the Turks overran Asia Minor and Southeastern Europe, they converted many of the Christian temples, including the Church of St. Sophia, into mosques, and partly in derision, and partly as an omen of future victories and the extension of the Mohammedan faith, adopted the crescent as a national symbol.

7. The author of "Old Grimes" was Mr. Albert G. Green.

8. A recent traveler in Asia, Mr. Webber, states that in the mountains of Thibet he has lived for months at the height of more than 15,000 feet above the ocean.

9. The male blossoms of the willow tree, which are used on Palm Sunday to represent the branches of palm, are called "cats and dogs" in many parts of the country. They increase in size rapidly after a few warm April showers, and the belief formerly prevailed that the rain brought them. Hence the saying, to "rain cats and dogs."

10. The pitcher plant found in Borneo has long, narrow leaves, each of which has a thick vein running down the middle to the end, where it forms a cord to which is fastened a kind of a jug, with lid and all complete; round the top is a thick rim, stiff like a wire, which keeps the soft sides of the jug in their place. The upper part of the pitcher is shaped like a funnel, which runs down to a bowl below. When flies and ants settle upon the edge and begin sipping the honey hidden there, they slip down into the pitcher, which has some water at the bottom. The narrow funnel or the stiff hooks prevent their escape, and they fall into the water. As soon as a fly goes in, the water begins to flow from the sides of the pitcher and dissolves the body, forming a kind of soup, which feeds the plants. Sometimes these pitchers are so large that small birds go in to drink and the hooks keep them in, so they die there.

11. The only evidence of mound builders now existing, is the mounds scattered throughout the Mississippi valley. These are in best preservation at Cahokia, Ill., in Adams County, Ohio, and in Southern Wisconsin. They are of various shapes, some being parallelograms, circles, hexagons, etc.; some, like animals, as, elephants, serpents, ducks, etc.; and some are irregular.

MANNERS are usually the exponents of character, and in turn they act on character, and these have an educating influence.

Good manners have a high money value. 1. As they create a favorable impression. 2. As they attract notice to one's business. 3. As they make one popular. We will not trade with a clerk who is not polite; we will patronize a hotel where we are treated with courtesy; we prefer a physician or a lawyer who makes himself agreeable.

In the school-room we must insist on certain simple forms; as, uncovering the head on entering; respectful salutations and proper answers.—*Ind. School Journal*.

FOR THE SCHOLARS.

CHICKADEE.

(FOR RECITATION.)

All the earth is wrapped in snow,
O'er the hills the cold winds blow,
Through the valleydown below,
Whirls the blast.
All the mountain brooks are still,
Not a ripple from the hill,
For each tiny, murmuring rill
Is frozen fast.
Come with me
To the tree,
Where the apples used to hang!
Follow me
To the tree
Where the birds of summer sang!
There's a happy fellow there,
For the cold he does not care,
And he always calls to me,
"Chickadee, chickadee!"

He's a merry little fellow,
Neither red nor blue nor yellow,
For he wears a winter overcoat of gray;
And his cheery little voice
Makes my happy heart rejoice,
While he calls the livelong day—
Calls to me—
"Chickadee!"
From the leafless apple-tree,
"Chickadee, chickadee!"
Then he pops from bough to twig,
Tapping on each tiny sprig,
Calling happily to me,
"Chickadee!"
He's a merry little fellow,
Neither red nor blue nor yellow
He's the cheery bird of winter,
"Chickadee!" —HENRY RIPLEY DORR.

GOLDEN THOUGHTS.

CHILDHOOD:

Blessings on thee, little man—
Barefoot boy, with cheek of tan,
With thy turned up pantaloons,
And thy merry whistled tun. —WHITTIER.

Between the dark and day light,
When the night is beginning to lower,
Comes a pause in the day's occupations
That is known as the child's hour.
—LONGFELLOW.

ADVICE:

Take the open air,
The more you take the better;
Follow Nature's laws
To the very letter. —ANON.
Avoid in youth luxurious diet,
Restrain the passions' lawless riot,
Devoted to domestic quiet,
Be wisely gay;
So shall ye, spite of age's fiat,
Resist decay. —HORACE SMITH.

HUMANITY:

I would not enter on my list of friends
The man
Who needlessly sets foot upon a worm.
—COWPER.

The Angel of Mercy stoppeth not to comfort, but
passeth by on the other side,
And hath no tear shed when a cruel man is damned.
—TUPPER.

THE AMERICAN FLAG:

Flag of the free heart's hope and home,
By angel hands to valor given,
Thy stars have lit the welkin dome,
And all thy hues were born in heaven.
—DRAKE.

The Star's Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.
—KEY.

GOODNESS:

Up and away, like the dew of the morning,
Soaring from earth to its home in the sun,—
So let me steal away, gently and lovingly,
Only remembered by what I have done.

N't myself, but the truth that in life I have spoken,
N't myself, but the seeds that in life I have sown,
Shall pass on to ages,—all about me forgotten,
Save the truth I have spoken, the things I have done.
—H. BONAR.

OLD TIMES:

O, the pleasant days of old, which so often people
praise!
True, they wanted all the luxuries that grace our
modern days:

Bare floors were strewed with rushes, the walls let
in the cold;
O, how they must have shivered in those pleasant
days of old.
I love to sing their ancient rhymes, to hear their
legends told;
But Heaven be thanked! I live not in those blessed
times of old. —FRANCES BROWN.

COURAGE:

The storm is out; the land is roused;
Where is the coward who sits well housed?
Forth in the van,
Man by man:
Swing the battle-sword who can. —KURNER.

NOTEWORTHY EVENTS AND FACTS.

DOMESTIC.

The cold weather in Texas is making inroads upon the sheep and cattle herds. There is about five inches of snow on the ground, and as this covers the only food the animals have, they are daily growing less able to withstand the storm. The cattle men report that their losses exceed those of any of the past ten winters, and it is estimated that about 25 per cent. of the sheep have died. The ice harvest has begun at a number of ice houses along the Hudson. The ice fields between Milton and Staatsburgh measured from three to six inches in thickness, and between Staatsburgh and Albany from six to eleven inches. Surgeon-General Hamilton has been informed of the existence of yellow fever in malignant form at Panama and Colon. In a single cemetery at Panama there were more than 1,000 interments between July 1 and Dec. 1, and it is estimated that about 2,400 people were buried in that city during 1884. It is suggested that all vessels coming from Colon and Panama to the United States be watched with extreme care by health officers. The silver vaults of the Sub-Treasury at San Francisco are full. Secretary of the Treasury wishes to transfer from them about \$40,000,000 in standard dollars to the new silver vault in the Treasury Department. It will cost \$100,000, and Congress will be asked to appropriate funds for the transfer. The Senate passed the following resolution upon the dynamite explosion in London: "Resolved, That the Senate of the United States has heard with indignation and profound sorrow of the attempt to destroy the Houses of Parliament and other public buildings in London and to imperil the lives of innocent and unsuspecting persons, and hereby expresses its horror and detestation of such monstrous crimes against civilization."

FOREIGN.

Two serious dynamite explosions occurred in London Jan. 24, one in the Tower and one in the Parliament Building. Thirty-four men, women, and children were wounded. Mr. Gladstone's seat in the House of Commons was torn to pieces. Before the excitement subsided news was received that a bill to prevent and punish dynamite conspiracies had been introduced in the United States Senate, and turned the tide of bitter feeling toward America that the explosion had engendered. The anxiety concerning the fate of Gen. Stewart and his troops was relieved Jan. 28, by despatches announcing that he had won another victory at Arand as far as Moscow, and had even opened communication with Gen. Gordon at Khartoum. The Montreal carnival of 1885 was inaugurated Jan. 26, by the opening of all tobogganing slides in the city to visitors. Visitors are numerous, and every preparation for an exciting week has been made. The snowfall on the Italian Alps is the heaviest within the memory of man. Terrible accounts arrive from the villages destroyed. It is calculated that so far as known 300 lives have been lost through the storms. The troops have displayed much heroism in effecting rescue. In the French Senatorial elections held Jan. 27, the Republicans returned 67 of their candidates and the Conservatives only 20, a gain for the Republicans of 22 seats. The Turkish Government has notified Italy that if she attempts to carry out her reported intention of occupying Tripoli she will be opposed by a Turkish army of 20,000 men.

EDUCATIONAL CALENDAR FOR FEBRUARY.

BY N. O. WILHELM.

Feb. 1, 1891.—Alexander Pope, popular English poet and critic, died; born in London; inherited headaches from his mother and a crooked body from his father; got into trouble at school for writing a lampoon; mostly self-taught; says: "Self-guided studies have advantages, but they lead not through dry literature and severe mental discipline;" translated Homer's "Iliad;" wrote the "Rape of the Lock," suggested by a young man stealing a lock of hair from a young lady, and "Essay on Man."
Feb. 3, 1848.—"Guadalupe Hidalgo," treaty of peace between United States and Mexico; stipulated evacuation of Mexico by American troops within three months; payment of \$15,000,000 by United States for New Mexico and California; United States to assume payment to private citizens of three and one half millions.
Feb. 3, 1817.—Horace Greeley born; an American journalist; distinguished opponent of slavery; wrote the "American Conflict"; founded the *New York Tribune* in 1841; said: "Fame is a vapor, popularity an accident, riches take wings, none can foresee what a day will bring forth."
Feb. 4, 1861.—Confederacy formed at Montgomery, Alabama; delegates from six States convened; forty-two in number adopted United States constitution, slightly modified. South Carolina objected to many parts; elected Jefferson Davis as president. Alex. H. Stephens vice-president; the records of this convention after being removed ten times after the war were placed in Washington, D. C.
Feb. 5, 1881.—Thomas Carlyle, distinguished British essayist, historian, and speculative philosopher, died; born in Scotland; educated at the University of Edinburgh; wrote "Life of Schiller" translated "Wilhelm Meister," contributed "Philosophy of Clothes" and "Sartor Resartus;" "Heroes and Hero Worship" to magazines; important later works, biographies.
Feb. 6, 1894.—Queen Anne, English Sovereign, born; last English sovereign of the House of Stuart; was second daughter of James II., Duke of York; her reign, distinguished by successful wars, is called the Augustan period of English literature; she was obliged twice to offer a reward for the death of her brother whom she loved, but who fought with her enemies.
Feb. 7, 1812.—Charles Dickens, one of the most popular of English novelists, born; read "Gil Blas," "Don Quixote," and "Robinson Crusoe," in early boyhood; was put in a law office, but disliked it; became reporter for a paper, and at length editor and proprietor; his "Sketches by Boz" first attracted attention, and his "Pickwick Papers" won him popularity. He succeeded best with novels; his masterpiece is "David Copperfield;" his "Child's History of England" and "The Christmas Carol" delight the young.
Feb. 8, 1586.—Mary, Queen of Scots, beheaded; was taken prisoner by rebellious subjects, abdicated in favor of her son; was declared accessory to the murder of her husband; escaped from prison; fled to England for refuge with her cousin, Queen Elizabeth, but was imprisoned and finally executed.

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This is not simply a manual of suggestions to teachers but an exhaustive work containing the exercises to be used by the teacher in the instruction of primary classes in number. Illustrative lessons begin at the first step in teaching number and extend through the entire oral course. This book has been prepared with great care and embodies the results of a life of most intimate knowledge of school work. The unanimous verdict of the teachers in our country, if expressed, would be that no one among them is better qualified to write such a work as this than Dr. E. E. White. All primary

teachers will welcome the guidance of a skillfully arranged series of oral lessons, beginning with the first lessons and extending through the entire oral course. This manual meets a want long unfilled, except by the Grube method, which is in several important points defective. The book is divided into Principles and Explanations, First Year Course, Second Year Course, Third Year Course, Supplementary Black-Board Exercises, and Miscellaneous Lessons and Suggestions. We shall have occasion to quote several of these lessons in future numbers of the Journal. In the mean time our advice is to send for the book and give it a careful study.

APPLETON'S CHART PRIMER: Exercises in Reading at Sight, and Language and Color Lessons for Beginners. By Rebecca D. Rickoff. New York: D. Appleton & Co.

The purpose of this book is to provide more elementary exercises at the beginning of learning to read. It finds an excellent place at the *very first of school life*, when children need some help. The book is exceedingly attractive, made so by the beautiful colored illustrations by Ida Waugh and Kate Greenaway's most attractive pictures. It will be noticed that these pages are not miniature repetition of the charts already so favorably known, but is entirely filled with new matter, and may be used either with or without them. The use of this book will soon accustom the pupil to take in the sentence as a whole and avoid mere parrot-like repetition. It is an elementary language-lesson book of the best sort. We can not think how a better one could be made. The figures are striking and the pupil is made to tell and talk in *connected sentences* in spite of himself. It is a capital illustration of what is meant by not only reading without tears but with zest and fun. Our reading books are making wonderful improvement, and this little book is one of the best of the whole lot. We congratulate Miss Rickoff on her success.

We want to say that Mr. and Mrs. Rickoff and Mr. Johonnot are doing more for the "new education" than any other authors whom we know. The teachers owe them a debt of gratitude which they will not be slow to signify in substantial ways.

EPISODES OF MY SECOND LIFE. Antonio Gallenga. Philadelphia: J. B. Lippincott & Co.

This is a varied and romantic narrative of a life singularly crowded with activity. The author, an Italian by birth, almost became an American by his extended sojourn in this country. He met many distinguished people here, of whom it is interesting to read his account. A man of great talent and energy, he served in many capacities and had a long life of experiences, the relation of which is full of fascination.

MILTON'S PROSE WRITINGS. New York: D. Appleton & Co. Price \$1.25.

The prose of Milton is little read except by the lovers of his poetry. To them the selections of his essays, as they appear in the delicate binding of the Parchment Library, will be welcome, as they show the style and spirit of the prose writings of the great master of English verse. Mr. Ernest Myers contributes a paper on Milton, which adds to the value of the edition.

SCIENCE ALMANAC—1885, 5 Bond St. New York: Science. 25 cents.

This is a calendar of birds, flowers, insects, days, tides, and planetary movements. It is a beautiful compendium of much valuable scientific truth for a little money.

WM. R. NORRIS' "NEW HELP IN TEACHING GEOGRAPHY."

This game has been noticed extensively in the Journal. It has many interesting and novel features.

MAGAZINES.

The Popular Science Monthly for February contains much that is especially valuable to educators and thinkers, among which may be noticed "The Larger Import of Scientific Education" by J. W. Powell; Physical Training of Girls" by Lucy M. Hall, M. D. and articles in the Editor's table.

The February *Century* greets us with a new cover by Elihu Vedder, and the announcement of 180,000 copies for the first edition. The first number of General Grant's war papers is the chief feature, although other articles claim attention. Notably, Mr. E. C. Stedman's paper on Oliver Wendell Holmes; "Canada as a Winter Resort," with spirited illustrations; and "The Bostonians," a new story by Henry James.

Cassell's Family Magazine for February is strong in attractive serials; there are shorter stories for those who like to take their fiction at one mouthful. The hero

worshiper will find much to his taste in the fac-similes from "Our Autograph Book."

The Current *Harper's* is in all respects up to therapeutical of that excellent magazine, being beautified by fine illustrations and enlivened by delightful sketches and stories and miscellaneous papers.

Mr. Beecher discusses the question how far ministers may properly go in politics,—in the *North American Review* for February. Among other notable articles are a review of "Holmes's Life of Emerson," by the historian George Bancroft, and Prof. G. Stanley Hall's paper on "New Departures in Education."

The Magazine of Art for February is rich, as usual, and is remarkable for a peculiar frontispiece portrait of Lady Maria Waldegrave, from a drawing by John Downman, A.R.A.

The notable contributions to the *Atlantic* this month are Dr. Holmes' "New Portfolio," "Spirit to Spirit," by Edith M. Thomas, review of Julian Hawthorne's biography of his father and Mr. Parkman's "Montcalm and Wolfe."

An exquisite wood engraving adorns the frontispiece of the February *Wheelman*. The contents of this number are not especially about the wheel, but more what a wheelman would be interested in. The monthly record embraces bicycling, tricycling, canoeing, fishing, shooting, tennis, and yachting. According to the signs, roller-skating will soon claim a position among the other sports.

One of the most attractive articles in the handsome February *Magazine of American History* is Rev. Dr. Vermilye's sketch of the "Early New York Post Office," accompanied with several admirable illustrations.

The Art Amateur for February contains the usual profusion of designs for art work, including decorations for a dessert-plate, repoussé brass, embroidery designs etc.

The February *Outing* shows the substantial excellence that the public have learned to expect from this magazine.

NOTES.

Roberts Brothers, of Boston, will publish at an early date a biographical sketch of Harriett Martineau, by Mrs. F. Fenwick Miller.

G. P. Putnam's Sons will publish in February "Queen Bess, a Story for Girls," by Marion Shaw; and also "How Should I Pronounce; or the Art of Correct Pronunciation," by W. F. Phyle.

"The Bunting Ball" seems to be creating a sensation in literary circles. It is "a poetical satire on New York Society, by a well-known literary writer."

"Letters from Hell" is the startling title of a book now in the press of Funk & Wagnall. George MacDonald contributes an able preface.

The author of "That Lass o' Lowrie's," Mrs. Frances Hodgson Burnett, has two sons, eight and ten years old.

The husband of George Eliot, Mr. Nichols, is now living in Ireland. He has given up his clerical duties, and is a gentleman farmer. He has re-married.

PERSONALS.

The Messrs. Lee & Shepard have removed to their new and commodious quarters, No. 10 Milk street (old South where Block), they will be pleased to receive their old customers and friends.

Mr. H. B. Barnes, of A. S. Barnes & Co., has returned from his pleasure trip South, after having had a very enjoyable time.

Mr. Geo. H. Cathcart, one of the leading members of the Educational Publishing House of Ivison, Blakeman, Taylor & Co., is spending the winter with his family in Florida.

The many friends of Mr. Daniel Van Winkle will be pleased to learn that he is slowly recovering from a severe and protracted illness.

General A. C. Barnes is visiting the Niagara Icebridge. Mr. O. M. Dunham, Manager of Cassell & Company, assisted by Mr. John T. Ryan, have made the valuable publications of that firm as widely and favorable known as any published on either side of the Atlantic. Their *Magazine of Art* is a gem, the last number excelling all previous ones, and Cassell's Magazine is brimful of fine illustrations and interesting stories.

HORSFORD'S ACID PHOSPHATE.

A VALUABLE REMEDY FOR GRAVEL.

Dr. T. H. NEWLAND, Jr., St. Louis, Mo., says: "I have used it in diseases of the urinary organs, such as gravel, and particularly spermatorrhoea, with very good results, and think it a very valuable remedy in those diseases."

For the SCHOOL JOURNAL.

ROBIN HOOD.

TO BE READ TO THE SCHOOL.

About seven hundred years ago there was born in the pleasant town of Locksley, England, a little boy who was named Robert, Earl of Huntingdon. He soon grew to be very handsome, and had a sweet voice and charming manners. As it was the custom of the people at that time, he was taught to shoot with a bow and arrow almost as soon as he could walk, and at seventeen he was the strongest young man, the best player of games, and the surest marksman of all the country round. One day he went to visit his uncle who lived at Nottingham, and while there he heard a party of hunters telling about a great shooting match that was to take place the next week. The king himself was going to be there.

"I will go," said Robert, very joyously, "and show the king how well I can shoot."

"Do you think a boy like you can shoot before the king?" asked one of the men. That made Robert angry, and he said:

"I bet you twenty crowns I can kill a deer at five hundred yards."

"And I bet you twenty crowns you can't," said the hunter. The money was given to one of the men in the crowd to keep, while a party of hunters, with the men and Robert, went to a forest near by to see what Robert could do. The forests at that time were full of deer, so they did not have to wait long. Soon a fine large one came prancing along, more than five hundred yards away. Robert let fly an arrow, and the deer was instantly killed. "Good!" he cried "I have killed the deer and won the bet."

"No, you haven't," said the man who made the bet; "and if you don't begone you will be sorry." At the same time he struck the boy a blow on his head.

Robert only laughed, but when the man had gone away, nearly out of sight, he raised his bow and shot him dead. Then there was a great running about among the hunters, for this man was their leader, and they must find the boy who dared to shoot him; but it was no use looking. Robert hid himself in the depths of Sherwood Forest, and he could not be found.

After that time he formed a band of men and became their leader, under the name of Robin Hood. It was one of the laws of the king, that if anyone shot one of his deer he should lose his eyes, but Robin Hood and his men did not care for the king or his laws; they shot his deer and robbed the rich travellers on their way through the forests; but though they were robbers, they never robbed a poor man, but would often give him the money they had taken from the rich. Robin Hood and his men were dressed in a suit of green cloth, and wore scarlet caps. Each one carried a dagger, a short sword, a long bow, and a quiver of arrows. Robin himself carried a horn, which he used when he wanted to call his men together, and although they lived such a wild, reckless life, the people all over the country liked them, and a great many funny poems and stories were written about them. Robin Hood's favorite follower was Little John, and this is the way that he found him:

One morning he said to his men, "I am going out to find some kind of sport; if I want you I will blow three blasts on my horn." He walked on, and soon came to a brook that was crossed by a narrow plank. Just as Robin was stepping on to the plank, a tall young man stepped on at the other end.

"You'll have to go back or be sorry," said the tall young man.

"No, sir! I can shoot you through the heart with my bow," said Robin. "But wait; I will get a stick just like yours, and we'll fight in the middle of the plank, and the first one that knocks the other into the water shall win."

"Agreed!" said the young man, and they beat each other fearfully.

At last Robin received a blow that knocked him into the water. They both laughed. Robin blew

three blasts on his horn, and soon his men were there looking at him, as he stood soaking wet from head to foot. From that time John Little, or Little John, as Robin called him, was his favorite man.

Many years after this a great fight took place between Robin and his men, and the king's soldiers. Robin was wounded, and when he knew he must die, he asked Little John to carry him into the woods. He then took his bow and shot as far as he was able. "Where the arrow falls there bury me," he said to Little John, and there his men buried him, and at the head of the grave they placed a stone, and on it the following inscription:

"Here, underneath this little stone,
Lies Robert, Earl of Huntingdon,
Known by the name of Robin Hood,
Who was a thief and archer good.
Full thirty years and something more,
He robbed the rich to feed the poor.
Such outlaws as he and his men
Will England never see again."

Robin Hood died on the eighteenth of November, 1247, aged eighty-seven.

For the SCHOOL JOURNAL.

LONGFELLOW EXERCISE.

HENRY W. LONGFELLOW.

Born Feb. 27, 1807.

Died March 24, 1882.

1. Henry W. Longfellow, was born in Portland, Maine. He graduated from Bowdoin College, in a class including Hawthorne, Cheever, Abbott and others who have become distinguished in literature.

2. While in college he wrote several short poems and distinguished himself in modern languages. After leaving college he visited Europe. He was professor in Harvard College for seventeen years, but few knew him as a professor; thousands have known him as a poet, and thousands are born every year who will read and enjoy his poetry all their lives.

3. The poet's house at Cambridge, Mass., was located on the spot which was the headquarters of General Washington when he took command of the American Army, in 1776. His study has been thus described:—"His table is piled with pamphlets and papers in orderly confusion; an orange tree stands in one window; near it a stuffed stork keeps watch; by the side of the fire is the 'Children's Chair.' And in one of the bookcases, are, rarest treasure of all,—the poet's own works in their original manuscript, carefully preserved in handsome and substantial bindings. Here too, one may see the pen presented by 'beautiful Helen of Maine.' Upon the staircase is the old clock, which 'points and beckons with its hands.'"

4. He has recently been honored by the erection of his bust in the Poet's Corner in Westminster Abbey; the first memorial ever placed there of other than a British born subject. The words of U. S. Minister Lowell, at the ceremony of unveiling the bust, fitly describe the poet's character:—"His nature was consecrated ground, into which no unclean spirit could ever enter."

Selections from his writings.

5. Live up to the best that is in you; live noble lives, as you all may, in whatever condition you may find yourselves, so that your epitaph may be that of Euripides:—"This monument does not make thee famous, O Euripides! but thou makest this monument famous."

6. Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.

7. Honor to those whose words or deeds
Thus help us in our daily needs;
And by their overflow
Raise us from what is low.

8. The heights by great men reached and kept,
Were not attained by sudden flight,
But they, while their companions slept
Were toiling upward in the night.

9. Look not mournfully into the past,—it comes not back again: wisely improve the present,—it is thine; go forth to meet the shadowy future without fear and with a manly heart.

10. Build me straight, O worthy master!
Staunch and strong, a goodly vessel,
That shall laugh at all disaster,
And with wave and whirlwind wrestle.

11. Study yourselves, and most of all note well
Wherein kind nature meant you to excel.

12. The talent of success is nothing more than doing what you can do well, and doing well whatever you do without thought of fame. If it comes at all it will come because it is deserved not because it is sought after.

13. Man is unjust, but God is just, and finally justice triumphs.

14. The poem—"The Children's Hour," recited or read, by a pupil.

15. The poem—"The Children," recited or read.

Longfellow's Alphabet.

(These quotations may be given by the pupils in concert, or individually.)

- a. As turning the logs will make a dull fire burn, so change of study a dull brain.
- b. By the cares of yesterday
Each to-day is heavier made.
- c. Christ-like is it for sin to grieve,
God-like is it all sin to leave.
- d. Do thy duty; that is best
Leave unto thy Lord the rest.
- e. Each thing in its place is best.
- f. For the structure that we raise,
Time is with material filled.
- g. God is not dead, nor doth He sleep;
The Wrong shall fail,
The Right prevail;
With peace on earth, good will to men.
- h. He who serves well and speaks not, merits more
Than they who clamor loudest at the door.
- i. If you wish a thing to be well done, you must do it yourself.
- j. Joy hath an undertone of pain,
And even the happiest hours their sighs.
- k. Know how sublime a thing it is
To suffer and grow strong.
- l. Labor with what zeal we will,
Something still remains undone.
- m. Make the house where gods may dwell,
Beautiful, entire, and clean.
- n. Nothing useless is, or low.
- o. Our to-days and yesterday
Are the blocks with which we build.
- p. Patience is powerful.
- q. Quickly our pleasures glide away,
The moments that are speeding fast
We heed not, but the past more highly prize.
- r. Reward is in the doing.
- s. Sorrow and silence are strong, and patient endurance is godlike.
- t. Think that to-day shall never dawn again.
- u. Use no violence, nor do in haste what cannot be undone.
- v. Visions of childhood, stay, O, stay!
Ye were so sweet and wild.
- w. We cannot buy with gold, the old associations.
- x. Xcelleth all the rest,
He who followeth love's behest.
- y. Ye are better than all the ballads
That ever were sung or said;
For ye are living poems,
And all the rest are dead.
- z. Zeal is stronger than fear or love.

AN ANECDOTE OF LINCOLN.

TO BE READ TO THE SCHOOL.

Mr. Francis went to Illinois and learned to stick type while young Abe Lincoln was breaking prairie. The first daily newspaper in Illinois was Mr. Francis'. He and Lincoln were fast friends in their early manhood, and he tells many anecdotes illustrative of the simple life and manly career of the future President ere he was called to responsibility and fame. Lincoln was the local athlete beyond compare. In leaping, running, wrestling, boxing, swimming, in every rural sport, he was at the head. One winter night young Francis and Lincoln went sleighing. Into an ice-covered slough went the horse, to flounder deeper and deeper at each attempt to extricate himself. Out jumped the young men to the rescue. Breaking the ice from around the legs of the sunken animal they prepared to place their shoulders under the horse's body to lift him out, but before Francis was fairly in position Lincoln had shot his head and shoulders between his steed's forelegs and with a tremendous effort had raised the heavy, helpless body high and dry, to a firm foothold. "It was a task for a half dozen men," comments the venerable Consul as he recalls the incident, and affirms that in all things that go to make up the best manhood Abraham Lincoln was pre-eminently blessed.

THE *Congregationalist* says with great force, "This is what we plead for,—that a large half of what is now called 'news' be extinguished instead of being disseminated. Hush it up. Let us go back to the good old ante-telegraph days, when one could usually unfold a damp newspaper without expecting to have his blood run cold with a recital of all the wretched and horrible things which have lately happened."

THE theology of De Witt Talmage is exceedingly good as exemplified in the following: "No man ever committed a forgery, no man ever absconded, no man ever did a wrong in business, if he first consulted his wife."

A LONG-NEEDED WORK.

A COMPLETE CYCLOPEDIA OF THE WORLD'S HISTORY IN THREE VOLUMES.

[From the Binghamton Daily Leader, Jan. 3, 1885.]

The success of the *People's Cyclopaedia of Universal Knowledge* has been, and is, phenomenal; yet an even greater demand is guaranteed when the full merits of the work are more generally known. The making of a comprehensive and reliable cyclopaedia is one of the greatest possible undertakings, but when to fullness and accuracy one adds to his task the elimination of all superfluous matters and verbiage, the labor not only rises to a higher plane of merit, but also becomes at once an article of widespread demand.

There were cyclopedias enough, so far as numbers go, before *The People's* was begun, but there was not one which answered all the requirements of professional men. Some were too hasty in compilation, others showed evidences of inaccuracy, and all were too verbose. What editors and ministers and lawyers and physicians needed and desired was a cyclopaedia which would give all that they wanted to know about a man or thing, all that was important and essential; the chaff should be sifted out and the wheat preserved. The editor of *The People's Cyclopaedia* saw the need and undertook to satisfy it. He succeeded beyond his calculations when he began.

The People's Cyclopaedia is edited by W. H. De Puy, D.D., LL.D., and his associate editors include a large number of the most eminent divines, the most learned professors, and the wisest scholars and men of various callings in this country. The care taken in the choice of his special contributors is one of the chief reasons why Dr. De Puy's scheme developed in reality all the qualities of it when it existed only in his thought. A list of the contributors, whose articles were all rigidly criticized before they could pass muster, would alone entitle the work to the confidence of Americans without further investigation or question.

The work, although it has yet been before the public but a short time, has reached its thirteenth edition, and over 200,000 volumes of it have been sold and delivered. In other words, 65,000 sets of the cyclopaedia have already been purchased by professional men. The work is used by ten thousand school-teachers, and by two thousand school boards; five thousand clergymen use it, ten thousand business men use it, ten thousand farmers consult it, several thousand lawyers and physicians use it, three thousand editors use it, including the editor of the *Leader*, who considers it without a peer.

Another recommendation of the *People's Cyclopaedia* is that it is brought nearly to date in its matter. The important events of the universe up to May, 1884, or about six months ago, are all chronicled in this work. All the other cyclopedias fail to give us information of transpirations of late years. Their general articles are from two to ten years old, while on the leading events and burning questions of the present hour they preserve an ignominious silence. Yet their bulkiness is so great as to make them inconvenient and cumbersome. These two facts—that of keeping abreast of the times in giving recent information, and that of condensation without injury to sufficient fullness of essential points—speak best of the *People's Cyclopaedia*, and show far superior editing to the others. The *People's Cyclopaedia* is "edited."

While it is true that no other cyclopaedia contains such handsome, new, and attractive colored maps as the *People's*, and that as a popular, concise, and accurate work of reference it is without a peer in the English language, we desire to say that it is fuller in the information that it affords us upon certain matters we have consulted its pages to find out about than any other cyclopaedia has been able to furnish, and we have consulted four popular ones. For instance, the *People's Cyclopaedia* gives later, fuller, and better information upon educational matters, upon the schools of our country and of our own State, than any other cyclopaedia published. Yet *The People's* is in three volumes only, whereas some of its rival works occupy several times as many volumes, and at several times the cost, and yet without its fullness of information.

The three great points of superiority which the *People's Cyclopaedia* has over any other are, accuracy, conciseness, cheapness. Its bulk does not make it burdensome, its cost relieves it of the charge of expensiveness, its qualities make it a more desirable cyclopaedia for the general public than any other. Every library

should contain it; all schools should be furnished with it. Professional men have no good excuse for longer being without as good a cyclopaedia as the country affords. Specimen pages, specimens of the maps, and testimonials from the most eminent scholars and critics of the country, will be sent to any address upon application to Phillips & Hunt of New York, who are the publishers.

Publisher's Department.

It is well known that Messrs. Houghton, Mifflin & Co. control the publication of many of the most celebrated American classics, and that the Riverside Literature Series includes some of the best of these. The constant additions made to this series increase its value with every new issue, and it will be a pleasure to our readers to note in the advertisement in another column the latest publications in this list.

Among the highly approved text books now in use may be cited the valuable publications of Messrs. E. H. Butler & Co., Philadelphia. By reference to our first page, readers will see that the list embraces some of the most popular school-books of the day—Mitchell's standard pioneer geographies, Butler's readers and reading charts, and the new American spellers and arithmetics. They also publish text-books from such well-known scholars as Goodrich, Bingham, and Sargent, and it only needs an examination of samples and specimen pages of their publications for school officers to be convinced that it is worth their while to deal with this reliable firm. Such samples will be sent on application to Mr. C. H. Browne 19 Bond St., New York.

School officers find it among their most difficult tasks to prepare a definite course of elementary instruction which can be easily and intelligently followed without oral explanation. Such a desideratum is successfully met by "Sheldon's Elementary Instruction," of which the sixth edition, revised and enlarged, has just been issued by the publishers, Messrs. Ivison, Blakeman, Taylor & Co., 758 and 755 Broadway, New York. The same firm also publish "Sheldon's Lessons on Objects," a graduated series for children between the ages of six and fourteen years, and recognized among the best teachers as well-nigh indispensable in the preparation of their work.

The Normal Educational Series issued by Messrs. Sower, Potts & Co., of Philadelphia, includes some text-books whose value has been proven by use, and that it will be worth the while of teachers to inspect and accord a trial. Dr. Brooks's Normal Mathematical Series, "Montgomery's Normal Union System of Industrial Drawing," and "Lyte's Book-Keeping and Blanks" are some of these. A descriptive catalogue will be sent on application to the publishers.

Both teachers and those needing their services are gratified to know of an agency thoroughly reliable as to judgment, prompt and efficient in dispatching business. Families, schools, colleges and skilled teachers will thank us for referring them to Messrs. J. W. Schermerhorn & Co., of No. 7 E. 14th street, New York.

A decided reduction in prices of Terrestrial globes for school use, as manufactured by Messrs. H. B. Nims & Co., of Troy, New York, has not been followed by any reduction in the usefulness and value of these articles for reference in schools, where, in fact, they have come to be considered as almost a necessity. The exceedingly low prices at which they are offered put them within reach of all. We also take pleasure in calling attention to the large stock of stationery and general school supplies kept on hand by this firm.

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